

Blenheim Elementary/Middle

P.O. Box 8

Blenheim, South Carolina 29516

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-8 Elementary School | |
| Enrollment | 391 Students | |
| Principal | Fred Thomas | 843-528-3262 |
| Superintendent | Dr. David A. Sherbine | 843-479-4016 |
| Board Chair | Mr. Ronald B. Henegan | 843-479-7838 |

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 1 | 6 | 49 | 62 | 5 |

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 9 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|-------------|------------------------|---------------------------|---------------------------------|
| 2002 | Average | Unsatisfactory | N/A |
| 2003 | Below Average | Unsatisfactory | No |
| 2004 | Below Average | Unsatisfactory | No |
| 2005 | Unsatisfactory | Unsatisfactory | No |

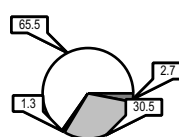
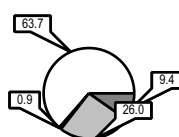
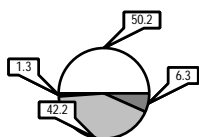
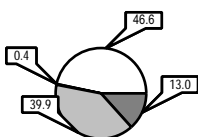
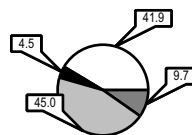
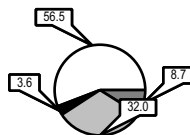
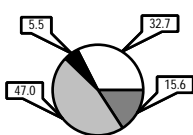
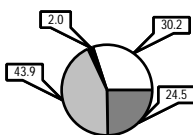
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

89.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

| | | |
|--|--------------------|---|
|  | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
|  | Proficient | Well prepared to work at next grade level; met expectations |
|  | Basic | Met standards; minimally prepared, can go to next grade level |
|  | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced (adj.)</i> | <i>Performance Objective Met</i> | <i>Participation Objective Met</i> |
|--|---|-----------------|----------------------|----------------|---------------------|-------------------|---|--------------------------------------|--|
| English/Language Arts – State Performance Objective = 38.2% | | | | | | | | | |
| All Students | 244 | 100.0 | 46.6 | 39.9 | 13.0 | 0.4 | 22.4 | No | Yes |
| Gender | | | | | | | | | |
| Male | 133 | 100.0 | 57.1 | 37.0 | 5.9 | 0.0 | 15.1 | | |
| Female | 111 | 100.0 | 34.6 | 43.3 | 21.2 | 1.0 | 30.8 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 127 | 100.0 | 43.1 | 41.4 | 14.7 | 0.9 | 22.4 | No | Yes |
| African American | 108 | 100.0 | 50.5 | 38.6 | 10.9 | 0.0 | 21.8 | Yes | Yes |
| Asian/Pacific Islander | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Hispanic | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| American Indian/Alaskan | 8 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 215 | 100.0 | 46.7 | 37.9 | 14.9 | 0.5 | 24.1 | | |
| Disabled | 29 | 100.0 | 46.4 | 53.6 | 0.0 | 0.0 | 10.7 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-Migrant | 244 | 100.0 | 46.6 | 39.9 | 13.0 | 0.4 | 22.4 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Non-Limited English Proficient | 244 | 100.0 | 46.6 | 39.9 | 13.0 | 0.4 | 22.4 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 202 | 100.0 | 48.4 | 39.1 | 12.0 | 0.5 | 21.2 | No | Yes |
| Full-pay meals | 41 | 100.0 | 38.5 | 43.6 | 17.9 | 0.0 | 28.2 | | |

| | | | | | | | | | |
|--|-----|-------|------|------|------|-----|------|-----|-----|
| Mathematics – State Performance Objective = 36.7% | | | | | | | | | |
| All Students | 244 | 100.0 | 50.2 | 42.2 | 6.3 | 1.3 | 17.0 | No | Yes |
| Gender | | | | | | | | | |
| Male | 133 | 100.0 | 52.9 | 40.3 | 5.9 | 0.8 | 14.3 | | |
| Female | 111 | 100.0 | 47.1 | 44.2 | 6.7 | 1.9 | 20.2 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 127 | 100.0 | 44.0 | 45.7 | 8.6 | 1.7 | 20.7 | No | Yes |
| African American | 108 | 100.0 | 57.4 | 38.6 | 3.0 | 1.0 | 11.9 | No | Yes |
| Asian/Pacific Islander | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Hispanic | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| American Indian/Alaskan | 8 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 215 | 100.0 | 45.6 | 45.6 | 7.2 | 1.5 | 19.0 | | |
| Disabled | 29 | 100.0 | 82.1 | 17.9 | 0.0 | 0.0 | 3.6 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-Migrant | 244 | 100.0 | 50.2 | 42.2 | 6.3 | 1.3 | 17.0 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Non-Limited English Proficient | 244 | 100.0 | 50.2 | 42.2 | 6.3 | 1.3 | 17.0 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 202 | 100.0 | 52.2 | 40.8 | 5.4 | 1.6 | 16.8 | No | Yes |
| Full-pay meals | 41 | 100.0 | 41.0 | 48.7 | 10.3 | 0.0 | 17.9 | | |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced</i> |
|--------------------------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| Science | | | | | | | |
| All Students | 244 | 99.6 | 63.7 | 26.0 | 9.4 | 0.9 | 10.3 |
| Gender | | | | | | | |
| Male | 133 | 99.3 | 66.4 | 25.2 | 7.6 | 0.8 | 8.4 |
| Female | 111 | 100.0 | 60.6 | 26.9 | 11.5 | 1.0 | 12.5 |
| Racial/Ethnic Group | | | | | | | |
| White | 127 | 99.2 | 57.8 | 28.4 | 12.9 | 0.9 | 13.8 |
| African American | 108 | 100.0 | 70.3 | 23.8 | 5.0 | 1.0 | 5.9 |
| Asian/Pacific Islander | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Hispanic | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian/Alaskan | 8 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | |
| Not Disabled | 215 | 99.5 | 60.5 | 27.7 | 10.8 | 1.0 | 11.8 |
| Disabled | 29 | 100.0 | 85.7 | 14.3 | 0.0 | 0.0 | 0.0 |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 244 | 99.6 | 63.7 | 26.0 | 9.4 | 0.9 | 10.3 |
| English Proficiency | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Limited English Proficient | 244 | 99.6 | 63.7 | 26.0 | 9.4 | 0.9 | 10.3 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 202 | 99.5 | 67.9 | 22.3 | 8.7 | 1.1 | 9.8 |
| Full-pay meals | 41 | 100.0 | 43.6 | 43.6 | 12.8 | 0.0 | 12.8 |

| | | | | | | | |
|--------------------------------|-----|-------|------|------|------|-----|------|
| Social Studies | | | | | | | |
| All Students | 244 | 99.6 | 65.5 | 30.5 | 2.7 | 1.3 | 4.0 |
| Gender | | | | | | | |
| Male | 133 | 99.3 | 69.7 | 25.2 | 3.4 | 1.7 | 5.0 |
| Female | 111 | 100.0 | 60.6 | 36.5 | 1.9 | 1.0 | 2.9 |
| Racial/Ethnic Group | | | | | | | |
| White | 127 | 99.2 | 61.2 | 31.9 | 4.3 | 2.6 | 6.9 |
| African American | 108 | 100.0 | 70.3 | 29.7 | 0.0 | 0.0 | 0.0 |
| Asian/Pacific Islander | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Hispanic | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian/Alaskan | 8 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | |
| Not Disabled | 215 | 99.5 | 61.5 | 33.8 | 3.1 | 1.5 | 4.6 |
| Disabled | 29 | 100.0 | 92.9 | 7.1 | 0.0 | 0.0 | 0.0 |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 244 | 99.6 | 65.5 | 30.5 | 2.7 | 1.3 | 4.0 |
| English Proficiency | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Limited English Proficient | 244 | 99.6 | 65.5 | 30.5 | 2.7 | 1.3 | 4.0 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 202 | 99.5 | 66.8 | 30.4 | 1.1 | 1.6 | 2.7 |
| Full-pay meals | 41 | 100.0 | 59.0 | 30.8 | 10.3 | 0.0 | 10.3 |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

| | Grade | Enrollment 1 st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced |
|------------------------------|-------|--|----------|---------------|---------|--------------|------------|------------------------------|
| English/Language Arts | | | | | | | | |
| 2004 | 3 | 46 | 95.7 | 29.5 | 45.5 | 25.0 | N/A | 25.0 |
| | 4 | 46 | 93.5 | 38.1 | 47.6 | 14.3 | N/A | 14.3 |
| | 5 | 59 | 91.5 | 41.5 | 45.3 | 13.2 | N/A | 13.2 |
| | 6 | 51 | 84.3 | 35.7 | 42.9 | 21.4 | N/A | 21.4 |
| | 7 | 26 | 92.3 | 40.9 | 54.5 | 4.5 | N/A | 4.5 |
| | 8 | 22 | 90.9 | 45.0 | 45.0 | 10.0 | N/A | 10.0 |
| 2005 | 3 | 35 | 100.0 | 51.5 | 39.4 | 9.1 | 0.0 | 9.1 |
| | 4 | 44 | 100.0 | 45.0 | 40.0 | 15.0 | 0.0 | 15.0 |
| | 5 | 46 | 100.0 | 50.0 | 36.8 | 13.2 | 0.0 | 13.2 |
| | 6 | 42 | 100.0 | 61.5 | 23.1 | 12.8 | 2.6 | 15.4 |
| | 7 | 48 | 100.0 | 27.1 | 58.3 | 14.6 | 0.0 | 14.6 |
| | 8 | 29 | 100.0 | 52.0 | 36.0 | 12.0 | 0.0 | 12.0 |
| Mathematics | | | | | | | | |
| 2004 | 3 | 46 | 95.7 | 25.0 | 63.6 | 11.4 | N/A | 11.4 |
| | 4 | 46 | 95.7 | 32.6 | 58.1 | 9.3 | N/A | 9.3 |
| | 5 | 59 | 91.5 | 66.0 | 28.3 | 3.8 | 1.9 | 5.7 |
| | 6 | 51 | 84.3 | 33.3 | 35.7 | 26.2 | 4.8 | 31.0 |
| | 7 | 26 | 92.3 | 36.4 | 40.9 | 18.2 | 4.5 | 22.7 |
| | 8 | 22 | 90.9 | 40.0 | 60.0 | N/A | N/A | N/A |
| 2005 | 3 | 35 | 100.0 | 54.5 | 45.5 | 0.0 | 0.0 | 0.0 |
| | 4 | 44 | 100.0 | 47.5 | 45.0 | 7.5 | 0.0 | 7.5 |
| | 5 | 46 | 100.0 | 55.3 | 39.5 | 2.6 | 2.6 | 5.3 |
| | 6 | 42 | 100.0 | 51.3 | 28.2 | 15.4 | 5.1 | 20.5 |
| | 7 | 48 | 100.0 | 50.0 | 41.7 | 8.3 | 0.0 | 8.3 |
| | 8 | 29 | 100.0 | 40.0 | 60.0 | 0.0 | 0.0 | 0.0 |
| Science | | | | | | | | |
| 2004 | 3 | | | | | | | |
| | 4 | | | | | | | |
| | 5 | | | | | | | |
| | 6 | | | | | | | |
| | 7 | | | | | | | |
| | 8 | | | | | | | |
| 2005 | 3 | 35 | 100.0 | 75.8 | 24.2 | 0.0 | 0.0 | 0.0 |
| | 4 | 44 | 100.0 | 52.5 | 27.5 | 20.0 | 0.0 | 20.0 |
| | 5 | 46 | 97.8 | 86.8 | 10.5 | 2.6 | 0.0 | 2.6 |
| | 6 | 42 | 100.0 | 64.1 | 20.5 | 12.8 | 2.6 | 15.4 |
| | 7 | 48 | 100.0 | 45.8 | 37.5 | 14.6 | 2.1 | 16.7 |
| | 8 | 29 | 100.0 | 64.0 | 36.0 | 0.0 | 0.0 | 0.0 |
| Social Studies | | | | | | | | |
| 2004 | 3 | | | | | | | |
| | 4 | | | | | | | |
| | 5 | | | | | | | |
| | 6 | | | | | | | |
| | 7 | | | | | | | |
| | 8 | | | | | | | |
| 2005 | 3 | 35 | 100.0 | 75.8 | 21.2 | 3.0 | 0.0 | 3.0 |
| | 4 | 44 | 100.0 | 62.5 | 32.5 | 5.0 | 0.0 | 5.0 |
| | 5 | 46 | 97.8 | 65.8 | 34.2 | 0.0 | 0.0 | 0.0 |
| | 6 | 42 | 100.0 | 61.5 | 25.6 | 5.1 | 7.7 | 12.8 |
| | 7 | 48 | 100.0 | 66.7 | 31.3 | 2.1 | 0.0 | 2.1 |
| | 8 | 29 | 100.0 | 60.0 | 40.0 | 0.0 | 0.0 | 0.0 |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|---|------------------------|-----------------------|--|--------------------------|
| Students (n= 391) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No change | 100.0% | 100.0% |
| Retention rate | 2.0% | Down from 4.7% | 4.0% | 3.0% |
| Attendance rate | 94.3% | Down from 95.4% | 96.1% | 96.3% |
| Students with disabilities other than speech taking PACT (ELA) off grade level | 7.4% | Up from 1.3% | 4.8% | 3.7% |
| Students with disabilities other than speech taking PACT (Math) off grade level | 5.3% | Up from 0.9% | 3.9% | 3.2% |
| Eligible for gifted and talented | 4.4% | Down from 10.5% | 5.9% | 12.0% |
| On academic plans | N/AV | N/AV | N/A | N/AV |
| On academic probation | N/AV | N/AV | N/A | N/AV |
| With disabilities other than speech | 6.2% | Down from 6.7% | 7.8% | 8.2% |
| Older than usual for grade | 2.8% | Down from 3.5% | 1.8% | 0.9% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0% | No change | 0.0% | 0.0% |
| Teachers (n= 29) | | | | |
| Teachers with advanced degrees | 51.7% | Down from 57.1% | 50.0% | 52.6% |
| Continuing contract teachers | 69.0% | Down from 78.6% | 80.4% | 83.3% |
| Highly qualified teachers | 92.0% | Up from 76.5% | 92.4% | 93.5% |
| Teachers with emergency or provisional certificates | 0.0% | No change | 2.5% | 0.0% |
| Teachers returning from previous year | 83.3% | Down from 86.6% | 84.3% | 87.0% |
| Teacher attendance rate | 95.7% | Up from 95.0% | 94.9% | 95.0% |
| Average teacher salary | \$39,618 | Up 0.7% | \$40,408 | \$41,703 |
| Prof. development days/teacher | 10.2 days | Down from 15.6 days | 12.6 days | 12.8 days |
| School | | | | |
| Principal's years at school | 2.0 | Up from 1.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 20.3 to 1 | Up from 17.5 to 1 | 17.3 to 1 | 18.8 to 1 |
| Prime instructional time | 87.1% | Up from 86.4% | 89.2% | 89.8% |
| Dollars spent per pupil* | \$6,459 | Up 10.9% | \$6,808 | \$6,242 |
| Percent of expenditures for teacher salaries* | 60.3% | Down from 62.0% | 65.0% | 65.8% |
| Opportunities in the arts | Fair | Up from Poor | Good | Good |
| Parents attending conferences | 99.0% | Up from 91.9% | 99.0% | 99.0% |
| SACS accreditation | Yes | No change | Yes | Yes |
| Character development program | Good | Up from Average | Good | Good |
| * Prior year audited financial data are reported. | | | | |
| | Our District | | State | |
| Highly qualified teachers in low poverty schools | N/A | | 89.4% | |
| Highly qualified teachers in high poverty schools | 92.4% | | 90.1% | |
| | State Objective | | Met State Objective | |
| Highly qualified teachers in this school | 65.0% | | Yes | |
| Student attendance in this school | 95.3% | | No | |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Blenheim Elementary/Middle School, hereafter referred to as BEMS, housed 440 students in grades Pre-Kindergarten through 8 during the 2004-2005 school year. There were 22 heterogeneous homerooms in this span. The school is located in a rural, close-knit community with positive and supportive parents, especially in the primary grades. Business partnerships increased by 24% during the 2004-2005 school year and were instrumental in securing books (classroom sets) for both buildings at BEMS.

The major academic focus during the years was the teaching of the South Carolina Academic Standards at all grade levels. The America's Choice Design was implemented to improve student academic performance, to understand the implications of focused teaching for classroom practice and classroom organization. The Early Reading First: PRIDE Project was implemented to prevent future reading difficulties in targeted high-risk three- and four-year-olds before they happen.

PACT data for the middle school showed improvement whereby the school was listed as one of the Palmetto Silver Award winners with the help of on-site teacher specialists in the areas of science, English/language arts, and math. These individuals provided valuable assistance to faculty members, which increased student achievement. In addition, the curriculum specialist helped the entire middle school to improve PACT scores.

Expectations still remain high for academic achievement, improvement in test scores, development of a caring and cohesive faculty, and improved parental support. This can only be accomplished by involving everyone in the school improvement process. Students will benefit from teachers who have positive attitudes, great work ethics, are team players, and are willing to put in the time and effort to make sure that children are successful in their classroom.

The staff and administration will work together as a team to meet the total needs of all children by taking the responsibility of developing the children of today into the leaders of tomorrow.

Mr. Fred Thomas, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 11 | 42 | 39 |
| Percent satisfied with learning environment | 72.7% | 52.4% | 72.2% |
| Percent satisfied with social and physical environment | 63.6% | 69.0% | 73.0% |
| Percent satisfied with school-home relations | 63.6% | 78.6% | 63.2% |

*Only students at the highest elementary school grade level at this school and their parents were included.